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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

INTRODUCTION

For some time a study of small school instrumental music curriculums and performance activities has been needed in the state of Washington. Improvement of instrumental music in the small school can be made if a survey of what is being done and what can be done with small school instrumental music is made. It is hoped the information contained in this paper may prove to be of some value to small school instrumental music in the state of Washington.

I. THE PROBLEM

Statement of the problem. This study is a survey of (1) the instrumental music curriculums of the small schools of the state of Washington in order to observe what is being offered, and what can be offered by the small school; and (2) a survey of the various types of performance activities that compliment these curriculums.

Purpose of the study. The purpose of this study is to make available information pertaining to the small school instrumental music program in the hope that such information may lead to improvement in small school instrumental music.

II. DEFINITIONS OF TERMS USED

The class "D" high school. This study is geared to a particular size school according to enrollment; therefore, throughout this study "the class 'D' high school" shall refer to any high school in the state of Washington with an enrollment of between one and two hundred fifty students as defined by the Washington Interscholastic Activities Association (9:70).

Instrumental music curriculum. All instrumental courses offered by the school districts surveyed and taught to any group of registered students in an organized fashion, regardless of whether taught inside or outside school time, shall constitute the "instrumental music curriculum".

Performance activities. The term "performance activities" shall be interpreted as indicating the types of performances used by the instrumental music teacher as a supplement to his instrumental music classes and activities.

Feeder groups. The term "feeder groups" shall refer to any preparatory group or groups that are part of the regular instrumental performance group curriculum and are structured in such a way as to provide an orderly sequence of development from beginning to most advanced music instruction. There will be four basic types of feeder

groups surveyed in this study:

1. Beginning groups, the first year of instruction regardless of grade level.
2. Intermediate groups, the second year of instruction regardless of grade level.
3. Advanced groups, the third year of instruction regardless of grade level.
4. Secondary groups, high school music instruction outside of the major secondary performing group.

Active and inactive instrumental music programs. The term "active instrumental music programs" shall refer to those class "D" school districts which have one or more instrumental performing groups or ensembles in their total school curriculums. The term "inactive instrumental music programs" shall refer to those class "D" school districts which have no instrumental music in their total curriculums.

III. SCOPE OF THE STUDY

All class "D" high schools in the state of Washington were surveyed and asked to relate information concerned with the instrumental music curriculum and performance activities.

Limitations. This study will not attempt to answer questions concerning problems of instrumental music in small schools. It is limited in its scope to measuring what is being offered to students in instrumental music in the small schools. Therefore, this study will not go beyond the information volunteered by the various small schools of Washington state.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written about the music curriculum and its relationship to the entire school system. In order to intelligently survey small school music curriculum and performance activity, a brief review of the opinions of leading experts in the field of music education is necessary.

I. THE MUSIC CURRICULUM

Lilla Belle Pitts has said that the function of music is to help man to extend his mass of knowledge and control over himself and to deepen his insight into and mastery of the conditions of his environment in which he lives (5:65). Respectively, Keith Snyder (6:57) has defined curriculum in a general sense as "Those experiences provided by the schools for its pupils and in which the pupils participate." In the light of these two general definitions, the role of music as an important an integral part of the total learning experiences of the child can be considered.

The music curriculum is usually considered to be a total program of experiences starting in kindergarten and reaching into adult life. As an example of this philosophy the following statement by Wolfgang E. Kuhn is offered:

Music education is a part of the total school

curriculum. It is conceived of as an organic whole, a unified program, which begins in kindergarten and continues through senior high school, extending on into community life and adulthood (2:6).

II. THE INSTRUMENTAL MUSIC CURRICULUM

Although the instrumental music curriculum of any size school will vary according to many different factors, it is important to examine the guidelines proposed by leading experts.

Kuhn states that the balanced instrumental program should include exploratory classes, class instruction, and beginning and intermediate band and orchestra in grade school and junior high school. Concert orchestra, string orchestra, chamber orchestra, pit orchestra, concert band, marching band, wind ensemble and dance band should be included in the high school program. In addition, solo and ensemble experience should be made available at all levels. Kuhn qualifies these standards by mentioning that the size of schools, the type of community, common support, and quality of instruction will determine how complete the offerings of any particular school may be (2:5).

Small school instrumental curriculum. In 1941 Arthur Ward set the minimum requirements for a small successful instrumental curriculum as "one instrumental ensemble meeting two periods per week during school hours," (7:275).

By 1951 the North Central Association of Colleges and Secondary Schools had defined a minimum curriculum as one in which course offerings would include instrumental groups large and small, wind study groups, beginning bands, and some private lessons (4:7).

Experts are in disagreement about the plausibility of small school instrumental music. Kuhn feels that some schools may actually be too small to have successful instrumental programs, because of the necessity of involving a higher percentage of the total student body in instrumental music (2:5). On the other hand, Russell Morgan believes it possible for schools with a total population of one hundred or less to produce bands of at least twenty-four players (3:124). Morgan mentions that if band is not possible in a small school, instrumental ensembles should be organized around the instruments and players that are available. He states further that no school is so small that it can't have several instrumental ensembles (3:127).

Credit. Music educators are in general agreement that credit should be given to the major secondary instrumental performance group which is usually band. For example, Ward (7:270) says, "As long as high schools continue to grant diplomas on the traditional credit basis, there is no reason why band cannot be given the same consideration as other subjects."

How many credits should be given band and what other instrumental courses should receive credit causes a difference of opinion among music educators. Leading music educators believe that credit should be offered in band beginning with grade nine, although this may vary depending on the local situation. If band is to be considered a laboratory subject, it should be given half as many credits as an academic subject. However, if band is structured to include music theory and history, it should receive full academic credit. Ensembles and other instrumental courses should be credited according to the local situation (4:7).

III. PERFORMANCE ACTIVITIES

Music performance is vital to the successful instrumental program. Keith D. Snyder states that music is a performance art that must be recreated again and again in order to live. Musical feeling or musicianship on the part of the student has the best chance for development in the process of performing music (6:71).

Public performance. Most of the performance activities by various groups of the instrumental program will be made before the public. In order to inspire and motivate the students of the instrumental program such performance is necessary (1:27-29). Public performance should never be the prime object of the music teacher but should evolve from

regular scheduled rehearsals and take place in a balanced program which is part of the total educational process (2:144). Many different types of public performances are available. Concerts of all types, joint concerts with other school areas such as the drama department, programs around a theme, plays and musicals, pageants and festivals, and civic or community events programs are but a few of the types of performance activities available to the instrumental music teacher (2:145). An addition to this list is marching performance which has always been the subject of much controversy. Some of the well-known arguments against marching are: (1) the quality of performance and the quality of music is low, (2) class time is used to prepare for marching performance rather than to the study of important music fundamentals, and (3) instruments have to be played outdoors therefore causing possible harm to the mechanical function of these instruments. However, many music educators believe that marching performance can be valuable to the instrumental program. A good synopsis of their argument is the following statement by Al Wright:

A band's half-time shows presented at football games constitute some of the major appearances made by the band during the entire school year. . . Much of the community opinion as to the value and importance of the band program is formed by the band's half-time appearances (10:283).

Other performance activities. Instrumental

performance not made before the public usually takes the form of competitions. For example, interscholastic music contests for bands and solo-ensemble contests are usually not public performances. Massed band festivals and some exchange concerts may or may not be public performance projects. Finally the performance an individual student makes when he tries out for his chair in band is not a public performance (1:27-29).

Performance activities in the small school. Because of size one might think that small schools would be rather restricted in performance activity. However, the results of this survey will show that small schools in the state of Washington engage in a large variety of performing activities regardless of their small size.

CHAPTER III

METHODS AND PROCEDURES

I. SELECTION OF SCHOOLS

The class "D" school as defined by the Washington Interscholastic Activities Association for interscholastic music contest purposes was used as the representative school for this study (9:70). Names and addresses of the class "D" schools were then obtained from the Washington Education Directory (8) and the explanatory letters and questionnaires were sent to the various schools.

II. THE EXPLANATORY LETTERS

In order to obtain a favorable response from the small schools of this state, it was necessary to send two explanatory letters. The first letter¹ was mailed to the music directors of each class "D" music department in the state of Washington. This letter was mailed during February of 1967. Because a favorable response was not received by April, 1967, a second letter², addressed to the principal of each small school, was sent. Since a favorable response

¹Refer to the appendix p.41

²Ibid., p. 42

from this letter was obtained, no further correspondence was necessary.

III. THE QUESTIONNAIRE

The questionnaire³, sent to all small schools, contained five main sections to be completed by the instrumental music teacher. They were: (1) general information, (2) high school instrumental music curriculum, (3) feeder program, (4) high school instrumental activity, and (5) additional information.

The first section, general information, asked for the name of the town, county, high school, and district. It also asked for the number of students in the district, high school, total in the high school music program, and high school instrumental program.

The second section, high school instrumental music curriculum, asked for the listing of the complete high school instrumental music curriculum plus the number of students in each course, the school time devoted to each course, the outside time devoted to each course, the credit given each course, and what courses were being added or dropped from the curriculum.

The third section, the feeder program, asked the

³Ibid., p. 43

teacher to indicate the number of bands in elementary and junior high school, what grade level made up each band, the number of students in each band and the school time spent for each band.

The fourth section, high school instrumental music activities, asked the teacher to list the various performance activities in which his groups participate during the year, the number of times each activity is performed during the year, and the type of group or groups which perform in each activity.

The fifth section, additional information, was inserted as an opportunity for the instrumental music teacher to volunteer any additional information about his music program that might have pertinence to this study.

CHAPTER IV

RESULTS AND FINDINGS

I. GENERAL CONSIDERATIONS

Response. There are one hundred ten class "D" schools in the state of Washington. Ninety-two responses were received from the music directors and principals of these schools. This means that 83.6 per cent of all class "D" schools surveyed responded with a completed questionnaire.

Music in the small school. Because of the limited enrollment of the class "D" high school a high percentage of the total student body must be involved in music. It was found that on the average 48 per cent of the total enrollment of a class "D" high school participates in the music program. The highest percentage of student music involvement was 95 per cent, and the lowest percentage was 10.5 per cent. In sixty-one schools or 70.9 per cent of the total schools surveyed, 40 per cent or more of the total high school enrollment is involved in music. In only ten schools or 11.6 per cent of the total schools surveyed do 25 per cent or less of the total high school population participate in music. These figures would suggest that a high percentage of these students should be involved in

instrumental music. Survey results indicate that an average of 27.4 per cent of the total enrollment of the class "D" high school is involved in instrumental music. The highest percentage was found to be 75 per cent and the lowest was two per cent.

Instrumental and vocal music receive about equal participation in the class "D" school. Instrumental percentages range from a low of 15.6 per cent to a high of 100 per cent of the total enrollment of the music department. The average percentage of students enrolled in instrumental music compared to the total music enrollment is 56.8 per cent. This indicates that 43.2 per cent of the music students in the average small high school music department are engaged in vocal music.

Active and inactive instrumental programs. Of the ninety schools surveyed, four had no music program of any kind and ten did not have any instrumental music program. Table I shows a break down of all the responding class "D" high schools in three separate enrollment categories and presents a clear picture of the active and inactive instrumental programs in these small schools.

TABLE I
ACTIVE AND INACTIVE INSTRUMENTAL MUSIC PROGRAMS
IN CLASS "D" HIGH SCHOOLS

	Enrollment	Total Schools	Active Programs	Inactive Programs
	0-100	39	35	4
	101-200	44	38	6
	200-250	9	9	0
Totals	0-250	92	82	10

II. INSTRUMENTAL MUSIC CURRICULUM

The instrumental music curriculum of the class "D" school district in a general sense consists of a feeder system of from one to four preparatory bands which train students to ultimately participate in a major performing group in high school. In addition to this system of bands, there are various solo and ensemble classes and other special groups such as pep band and stage band. Table II is a break down of all the different instrumental music courses or activities listed on the returned questionnaires. This table also has a listing of the number of schools offering or not offering each course or activity, and a listing of the number of schools that devote class time and/or out-of-class time to each course or activity.

TABLE II
THE INSTRUMENTAL CURRICULUM
OF THE SMALL HIGH SCHOOL

Course	Schools Offering Course	Schools Not Offering Course	Schools Devoting Class Time	Schools Devoting Outside Time Only	Schools Devoting Class and Outside Time
Concert Band	71	11	70	1	15
Combined Concert and Marching Band	50	32	49	1	14
Separate Marching Band	4	78	2	2	1
Stage Band	24	68	4	20	3
Brass Ensemble	17	65	4	13	0
Woodwind Ensemble	22	60	4	18	0
String Ensemble	0	82	0	0	0
Percussion Ensemble	5	77	0	5	0
Orchestra	2	80	2	0	0
H.S. Beginning Band	7	75	6	1	0
Pep Band (Separate)	7	75	1	5	0
Freshman Band	1	81	1	0	0
Individual Instruction	1	81	1	0	1
Mixed Instr. Ensemble	1	81	0	1	0

Concert band. Results indicate the concert band is the major performing group of the small school instrumental curriculum. The average amount of class time spent for concert band is a daily period of 45 minutes. The most class time spent by any one school is sixty minutes daily, and the least time spent by any one school is ten minutes a week. The size of the concert band ranges from a low of twelve to a high of sixty students. The average school supports a band of thirty-four students. These figures show that the class "D" concert band is a small group; only twenty of the schools surveyed had bands of forty-five or more students.

Credit. Credit for concert band varies according to the local situation. It ranges from no credit to full academic credit. Two schools give no credit per year, six schools give one-half credit per year, two schools give three-fifths credit per year, thirty-five schools give one credit per year, and twenty-seven schools give two credits per year.

Concert and marching band. In order to field an effective and large unit for marching purposes, many small school music teachers combine their high school concert band with their junior high and grade school bands. Twenty-eight teachers mentioned combinations with junior high

school or grade school bands. Twenty-two of the twenty-eight schools field a combined junior-senior band only, and six directors combined the junior high school and grade school bands in order to field an effective marching unit. Only three schools maintain a marching band separate from the concert band. One of these stresses marching performance throughout the school year, and the other two maintain a marching band in the fall and a concert band the balance of the school year.

Stage band. A popular course of study was found to be stage or swing band. Twenty-four directors listed stage band as a part of their curriculum. The number of students per band ranged from eight to seventeen. The average number of students per band was thirteen. No schools offered credit for stage band, and it is largely listed as an outside of school time class.

Ensembles. Brass and woodwind ensembles make up the major small ensemble performing groups. No school gives credit for any ensembles as they are largely out of class time subjects. Seventeen schools listed a brass ensemble with an average of 7.8 students per ensemble. The smallest brass ensemble had three students in it, and the largest one had twelve students. Twenty-two schools listed woodwind ensembles with an average of 6.8 students per ensemble. The

largest woodwind ensemble had twelve students and the smallest had three students. An active percussion ensemble was listed by only five schools with an average of four students per ensemble. Forty-three schools listed some type of ensemble program. Ten schools had a brass and a woodwind ensemble, four schools had a brass, woodwind and percussion ensemble.

Orchestra and other bands. Only two class "D" schools listed an active string orchestra. One was a group of fifteen students meeting twenty-five class minutes a day for no credit. The other was a group of eighteen students meeting fifty-five class minutes twice a week for two credits a year.

Seven schools listed a beginning band on the high school level with an average of 9.8 students per band. Six of the seven schools offered this beginning band during the school day, and five of the six schools offered credit for the class.

Seven schools also offered a pep band separate from the concert band. The range of students was from seventeen students to twenty-five students per band. Three schools offered it during school time and one school offered credit for pep band.

One school listed a freshman band of twenty students that met fifty minutes per day for five days a week and

received two credits per year.

Special classes. One school offered individual instruction to its forty instrumental students. Part of the instruction was during the school day and part was outside of school time. Another school offered an instrumental ensemble in place of band. This particular school was too small to have a concert band, therefore the music director offered an ensemble based on the instruments and players available.

Courses added and dropped. Many class "D" schools are planning additions to their instrumental curriculums, and a few schools intended to drop courses. Table III shows the numbers of schools adding a variety of courses and the numbers of schools dropping a variety of courses. The most popular additions are stage band and ensembles. However, three schools plan to drop stage band.

TABLE III
COURSES TO BE DROPPED OR ADDED
IN THE FUTURE

COURSES ADDED		COURSES DROPPED	
Course	Number of Schools	Course	Number of Schools
Stage Band	12	Stage Band	3
Brass Ensemble	11	Beginning H.S. Band	1
Woodwind Ensemble	10		
Percussion Ensemble	2		
String Program	1		
German Band	1		
Song Flute Program	1		
Marching Band	1		
Individual Instruction	3		

III. FEEDER PROGRAM

A necessary part of the high school instrumental music curriculum is the feeder program that precedes it in grade school and junior high school. It was found that a wide variety of feeder systems exist among the class "D" schools of this state. Considering all feeder bands on all levels it was found that the average feeder band contains 22.2 students with some bands having as low as three or four students and one band having sixty-five students. The average class time per week was three hours and forty-two minutes. Some bands use as little as one-half hour per week of class instruction, and some bands use as much as five hours per week.

The differences of opinion regarding feeder bands exists primarily on the beginning level of instrumental instruction. Music teachers listed thirteen different methods of starting a beginning band. Included in these thirteen methods were five different grade levels and nine different combinations of grade levels. When all beginning feeder bands were surveyed it was found that the average beginning band has 19.9 students, the smallest band three students and the largest band fifty-five students. The average class time spent for beginning band was two hours and twenty-five minutes a week, with a low of one-half hour a week and a high of five hours a week. Table IV shows all

the feeder systems listed by the music teachers of the class "D" schools surveyed. It breaks down these feeder systems into four general levels: (1) beginning or first year instruction, (2) intermediate or second year instruction, (3) advanced or third year instruction, and (4) secondary or high school instruction. This table will show that despite a wide variety of feeder systems the most popular overall system is the beginning band in the fifth grade, intermediate band in the sixth grade, and the advanced or junior high band in the seventh and eighth grades.

Only ten schools listed a song flute program or pre-band class, and thirteen schools listed no feeder program at all. The most unusual feeder system encountered was one in which a beginning band was started only once every three years. This particular system was necessary in this school because the director had a heavy teaching load which included subjects other than music.

TABLE IV
SMALL SCHOOL FEEDER PROGRAMS

BEGINNING		INTERMEDIATE		ADVANCED		SECONDARY	
Grades	Number of Schools	Grades	Number of Schools	Grades	Number of Schools	Grades	Number of Schools
4	2	5-6	3	6-8	7	7-12	4
5	38	5-8	1	7-8	34		
6	5	6	31				
7	1	6-7	6				
4-6	5	7	2				
4-7	1	8	1				
4-10	1						
5-6	21						
5-7	4						
5-8	3						
6-7	1						
6-12	1						
7-8	2						

Number of feeder bands. Some schools maintain as little as one preparatory group to prepare for their major performing group while other schools use as many as four. Table V indicates the number of feeder bands maintained by different numbers of schools to prepare for the major performing group. This table is a break down of the enrollment in three classifications from the smallest class "D" schools to the largest. It can be seen through analysis of this table that a slight majority of the small schools use a feeder system of two bands with almost as many schools using a feeder system of three bands.

TABLE V
NUMBER OF BANDS IN SMALL SCHOOL
FEEDER SYSTEMS

	ENROLLMENT 0-100	ENROLLMENT 101-200	ENROLLMENT 2-1-250	TOTALS 0-250
NO. BANDS	No. Schools	No. Schools	No. Schools	No. Schools
0	6	7	0	13
1	12	3	0	15
2	10	16	4	30
3	10	13	5	28
4	1	5	0	6

IV. PERFORMANCE ACTIVITIES

The results of this study show that class "D" schools participate in a wide variety of performance activities. Twenty-three different types of activities were listed with the most popular activities being performance at concerts, basketball games and graduations in that order. Table VI lists the number of schools participating in each activity and the average number of times each activity was performed each year. This table indicates very little performance at band days, talent shows, exchange concerts and dances.

When the number of performances per year and the number of schools performing each activity are analyzed, it becomes apparent that performance at basketball games is the most popular performance activity in terms of numbers of performances per year. Some schools perform at as many as twenty basketball games per year, and no school performed at any less than four games. In contrast, concert performances are much less frequent. Schools present as many as eight concerts per year and as few as one per year.

Marching activity was limited to football games, parades and band days. The most football show prepared by any one school was six, and the lowest number was one. Most schools were content to play in the stands at football games rather than march. Fifty-one schools listed football game

playing performance rather than marching performance. Four parades per year was the high figure for parade performance and the low figure was one parade per year. Only fourteen schools of those surveyed listed parades as part of their performance activities. Only one school mentioned marching participation in a band day.

Many schools participate in band contests and solo-ensemble contests. Stage band contests do not seem to be popular since only two schools indicated participating in them.

TABLE VI
PERFORMANCE ACTIVITIES IN THE SMALL SCHOOLS

Activity	Schools Participating	Average Performances Per Year
Concerts	75	3
Basketball Games	74	10
Graduations	54	1
Band Contests	47	1
Ensemble-Solo Contests	43	1
Football Games Played Only	51	5
Football Games Marched	19	2
Parades	14	2
Band Days	1	1
Stage Band Shows	11	2
Stage Band Contests	2	1
Dances	1	1
Honor Bands	2	1
Mass Bands	5	1
Service Group Concerts	5	2
Festivals	5	1
Fairs	2	1
Plays	1	1
Musicals	17	1
Talent Shows	3	1
Exchange Concerts	3	1
Special Programs	3	1
Ensemble-Solo Recitals	16	2

Popular performing groups. The concert band was listed by seventy-one instrumental music directors as the major performing group of their instrumental curriculum. Pep band was listed as the next most popular performing group. Relatively few schools utilize their feeder bands in public performances. Beginning band performances were listed by twenty-two schools, intermediate band performances by thirteen schools, and junior high school band performances by fifteen schools.

Table VII is a complete listing according to grade levels of the performance groups utilized by small school music directors in their performance activities.

TABLE VII
NUMBER OF SCHOOLS UTILIZING VARIOUS
PERFORMANCE GROUPS

Levels	Group	No. Schools
Grade School	Beginning Band	22
	Intermediate Band	13
	Junior High Band	16
Secondary	Concert Band	70
	Pep Band	38
	Marching Band	18
	Stage Band	12
	Orchestra	12
All Levels	Brass Ensemble	24
	Woodwind Ensemble	25
	Soloists	33
	Percussion Ensemble	2

CHAPTER V

SUMMARY

This survey involved a study of all class "D" high schools in the state of Washington. A class "D" high school is a school with an enrollment of from one to two hundred fifty students. Explanatory letters and a questionnaire were sent to all class "D" schools in the state of Washington. The purpose of this study was to survey the instrumental music curriculums of the small schools of the state of Washington and the performance activities that supplement these curriculums.

It was found that the small school has a high percentage of the total enrollment of students involved in both the total music program and the instrumental department. However, ten small schools surveyed listed no instrumental music department and four listed no music program at all.

The instrumental music curriculum was found to consist of a feeder system of from one to four bands leading towards a major performance group on the secondary level with various other small bands, solo classes, and ensemble work to supplement the major performance group. Only two schools maintain string programs on the class "D" level. One school plans to start a string program. Various instrumental ensembles and stage bands are being added to

the small school curriculums, and very few courses are being dropped.

The instrumental music teachers listed a wide variety of feeder systems, but the most popular feeder system listed was the beginning fifth grade band, intermediate sixth grade and advanced seventh and eighth grade bands. Most schools maintain a feeder system of two bands, but many schools utilize three bands in their feeder system.

Twenty-three different types of performance activities were listed by the small school music directors. Basketball games, concerts and graduations are the most popular performance activities. Many directors do not present their feeder bands in public performances. The most popular performing groups were the high school concert band and the pep band.

I. FURTHER STUDY

The completion of this survey presents some possible avenues for further study of small school music programs. For example, a study of how scheduling influences the curriculum and performance activities would be useful. Another area of study would be how student involvement in athletics effects the instrumental music program of the small schools.

It is hoped that the results of this survey will

lead to further study and general improvement in small school instrumental music in the state of Washington.

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APPENDIX

WASHINGTON STATE CLASS "D" SCHOOLS

Aberdeen, Wishkah Valley H.S.	Klickitat H.S.
Adna H.S.	LaCenter H.S.
Almira H.S.	LaConner H.S.
Alminda Park, Quinalt Lake H.S.	Lacrosse H.S.
Anatone H.S.	Lamont H.S.
Asotin H.S.	Langly H.S.
Bellevue-Christian H.S.	Leavenworth H.S.
Bickleton H.S.	Lind H.S.
Brewster H.S.	Lopez H.S.
Bridgeport H.S.	Lyle H.S.
Brooklyn, North River H.S.	Mabton H.S.
Burbank, Colombia H.S.	Mansfield H.S.
Carnation, Tolt H.S.	Manson H.S.
Cathlamet, Wahkiakum H.S.	Matlock, Mary M. Knight H.S.
Chewelah, Jenkins H.S.	Menlo, Willapa Valley H.S.
Chimacum H.S.	Moclips H.S.
Clallam Bay H.S.	Morton H.S.
Colton H.S.	Mossyrock H.S.
Coulee City H.S.	Napavine H.S.
Coupeville H.S.	Naselle, Gray's River
Creston H.S.	Valley H.S.
Curlew H.S.	Neah Bay H.S.
Curtis, Boistfort H.S.	Northport H.S.
Cusick H.S.	Oakesdale H.S.
Darrington H.S.	Oakville H.S.
Davenport H.S.	Odessa H.S.
Easton H.S.	Okanogan H.S.
Eastsound, Orcas Island H.S.	Onalaska H.S.
Endicott H.S.	Oroville H.S.
Entiat H.S.	Orting H.S.
Freeman H.S.	Palouse H.S.
Friday Harbor H.S.	Pateros H.S.
Garfield H.S.	Pe Ell H.S.
Glenwood H.S.	Peshastin-Dryden H.S.
Grand Coulee H.S.	Prescott H.S.
Granite Falls H.S.	Quilcene H.S.
Harrington H.S.	Rainier H.S.
Hartline H.S.	Reardan H.S.
Ilwaco H.S.	Republic H.S.
Inchellum H.S.	Rosalia H.S.
Joyce, Crescent H.S.	Royal City H.S.
Kahlotus H.S.	St. John H.S.
Kennewick, Finley H.S.	Soap Lake H.S.
Kettle Falls H.S.	South Bend H.S.
Kittitas H.S.	Spokane, St. George's H.S.

CLASS "D" SCHOOLS (continued)

Sprague H.S.
Springdale, Mary Walker H.S.
Sultan H.S.
Tekoa H.S.
Tenino H.S.
Thorp H.S.
Toledo H.S.
Touchet H.S.
Toutle, Toutle Lake H.S.
Twisp H.S.
Waitsburg H.S.
Warden H.S.
Washtucna H.S.
Waterville H.S.
Wellpinit H.S.
Wilber H.S.
Wilson Creek H.S.
Winthrop H.S.
Wishram H.S.
Zillah H.S.

FIRST EXPLANATORY LETTER

Dear Fellow Music Educator:

An investigation is being conducted to determine the scope of the small high school instrumental music curriculum and the types of performing activity that supplement this curriculum. Questionnaires are being sent to all small high schools in the state of Washington.

If you would please carefully fill out the attached questionnaire and return it in the self-addressed, stamped envelope, it would aid this investigation greatly. Please try to answer every question. If your school has no instrumental music program, just write, "No instrumental music" on the questionnaire and return it.

It is hoped that this investigation will lead to improvement in the small school music program. If you would like a copy of the resulting statistics from this questionnaire, state so under "comments" in the questionnaire.

Thank you,

Harold Greig, Music Director
Royal High School
Royal City, Washington

SECOND EXPLANATORY LETTER

Dear Fellow Educator:

During the second week of February questionnaires were sent to the instrumental music teachers of all small schools in the state of Washington. This questionnaire is to be used for an investigation of the small school instrumental music program in Washington.

As of this date we have received no response from your school. If you or your band instructor would please fill out the attached questionnaire and return it in the self-addressed, stamped envelope, it would aid this investigation greatly. If you have no instrumental music program, please state so on the questionnaire and return it.

It is hoped this investigation will lead to improvement in small school instrumental music. If you would like a copy of the resulting statistics, state so under "comments" on the questionnaire.

Thank you,

Harold Greig, Music Director
Royal High School
Royal City, Washington

INSTRUMENTAL MUSIC QUESTIONNAIRE

A. GENERAL INFORMATION

1. Name of town _____ County _____
2. Name of high school _____ Name of District _____
3. Total students in district _____ In high school _____
4. Total students in high school music program _____
5. Total students in high school instrumental program only _____

B. HIGH SCHOOL INSTRUMENTAL MUSIC CURRICULUM

1. Circle courses or activities from the following list which are offered to the instrumental music students of your high school. Give the number of students you have in each course, how much school and/or outside school time is given each, and tell how many credits each gets. List any courses or activities not on the list below under "others". If your marching band and concert band are not separate organizations, write "combined" beside "marching band" on the list.

Course or Activity	No. Students	School Time (minutes a day)	Outside Time (hrs. a week)	Credits
concert band				
marching band				
stage(dance)band				
brass ensemble				
woodwind ensemble				
string ensemble				
percussion ens.				
orchestra				
H.S. beg. band				
others (list)				

2. What courses or activities do you plan to add to the program?
 - a. _____
 - b. _____
3. What courses do you plan to drop?
 - a. _____
 - b. _____

COMMENTS:

QUESTIONNAIRE (continued)

C. FEEDER PROGRAM

1. Indicate what bands you have in the elementary and junior high schools. Tell what grade levels make up each band, how many students are in each band, and how much class time per week is spent for each band.

Type of Band (elem. beg. etc.)	Grade Level (s)	No. Students	Time Spent (in hrs. a week)
a. _____	_____	_____	_____
b. _____	_____	_____	_____
c. _____	_____	_____	_____

COMMENTS:

D. HIGH SCHOOL INSTRUMENTAL MUSIC ACTIVITY

1. Circle each of the following activities in which your instrumental groups perform during the year. Indicate how many times each activity is performed each year, and the type of group that performs each activity.

Activity	Times performed	Type group (s)
<u>concerts</u>		
<u>swing or stage band shows</u>		
<u>basketball games</u>		
<u>football games (marched at)</u>		
<u>ensemble-solo recitals</u>		
<u>musicals or operettas</u>		
<u>graduations</u>		
<u>others (list)</u>		
<u>musical contests</u>		

COMMENTS:

E.. ADDITIONAL INFORMATION

1. Give any additional information about your instrumental music program that you feel might be pertinent to this investigation.